

## IEP Team Professional Learning Experience: Overview of Modules



## Who Are We?



<http://www.hdc.lsuhsu.edu/tiers/resources.php>

## The IEP Team Professional Learning Experience

- Module 1: Overview & Getting Ready
- Module 2: Data-Driven Present Levels of Performance
- Module 3: Measurable Goals
- Module 4: Accommodations and Supports
- Module 5: LRE and Service Delivery

### For Today....

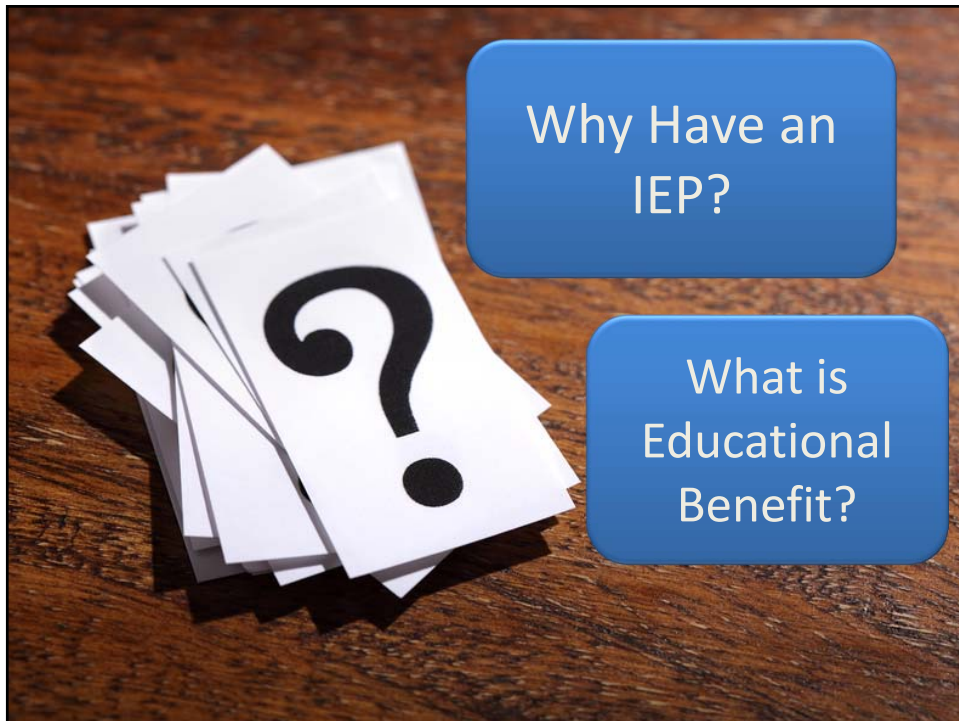
Participants Will Understand:


- ✓ The Purpose of an IEP: Educational Benefit
- ✓ Steps in the IEP Team Process
- ✓ Qualities of an IEP
- ✓ Potential Data Sources that Inform the IEP

Why?

*“I believe Every Single Child is entitled to an Education that Sets Him or Her Up for Success in Careers, College, and Life.”*

*Remarks by Arne Duncan  
US Secretary of Education  
January 12, 2015*





**Individuals with Disabilities Education Act (IDEA) – Educational Benefit**

*“meet the child's needs . . . to enable the child to be involved in and make progress in the general education curriculum”*

34 CFR 300.320(a)(2)(i)(A)

## Educational Benefit



*Improving educational results for children with disabilities is an essential element of our national policy of ensuring **equality of opportunity, full participation, independent living, and economic self-sufficiency** for individuals with disabilities.*

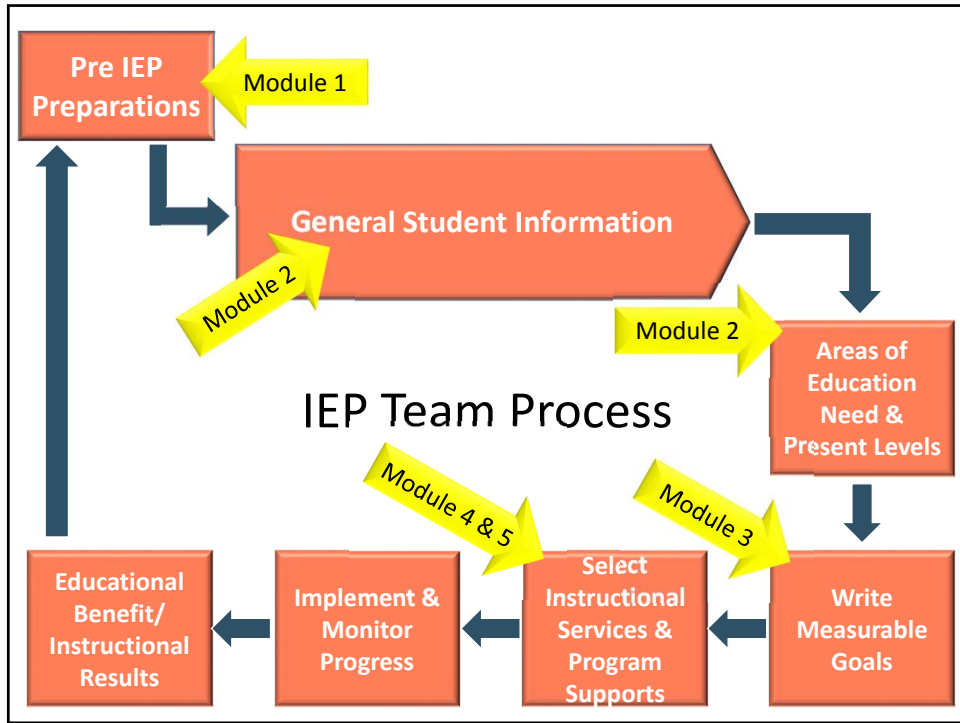
## IEP Development: A Roadmap for a Student's Educational Benefit



## Learning Together Activity: Educational Benefit



Ask Yourself:  
What Positive  
Outcomes concerning  
Educational Benefit  
should Students  
Expect? Families?  
Teachers?



## IEP Team Members

- Parents or Legal Guardians
- Officially Designated Representative (ODR)
- General Education Teacher(s)
- Special Education Teacher(s)
- The Student
- Evaluation Representative (Initial)
- Other Individuals



Don't Forget –

Student with a  
Disability as an  
IEP Team  
Member



## Learning Together Activity: IEP Team Roles



What is your role as an IEP team member and what do you uniquely contribute to the IEP process?

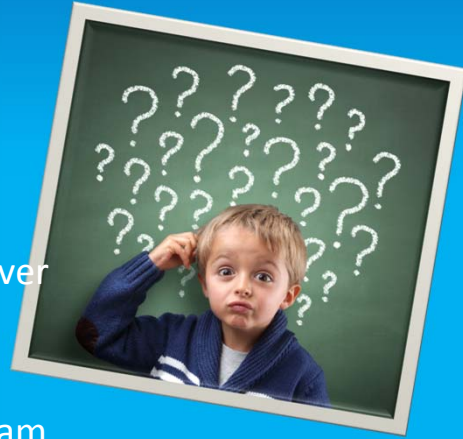


**Why** Have an IEP Meeting?



## Rationale for Meeting

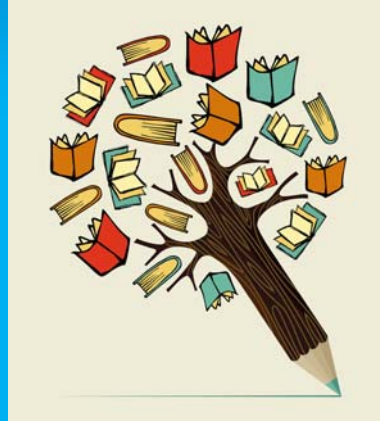
- Different Information about the Student
- Data from Differing Perspectives
- Consensus of a Team
- Data can be Evaluated over Time
- Creates Buy-in for Implementing the Program



**It's about the  
Conversations**

## Qualities of an IEP

- ✓ Results in Educational Benefits for a Successful Life
- ✓ Connected to State Standards
- ✓ Knowledge About the Curriculum and Effective Instructional Practices
- ✓ Living Document




Keep in Mind...



A good IEP, or individualized education plan, is a living document, not an annual permission slip to sign and forget.

## Learning Together Activity: The IEP as a Living Document



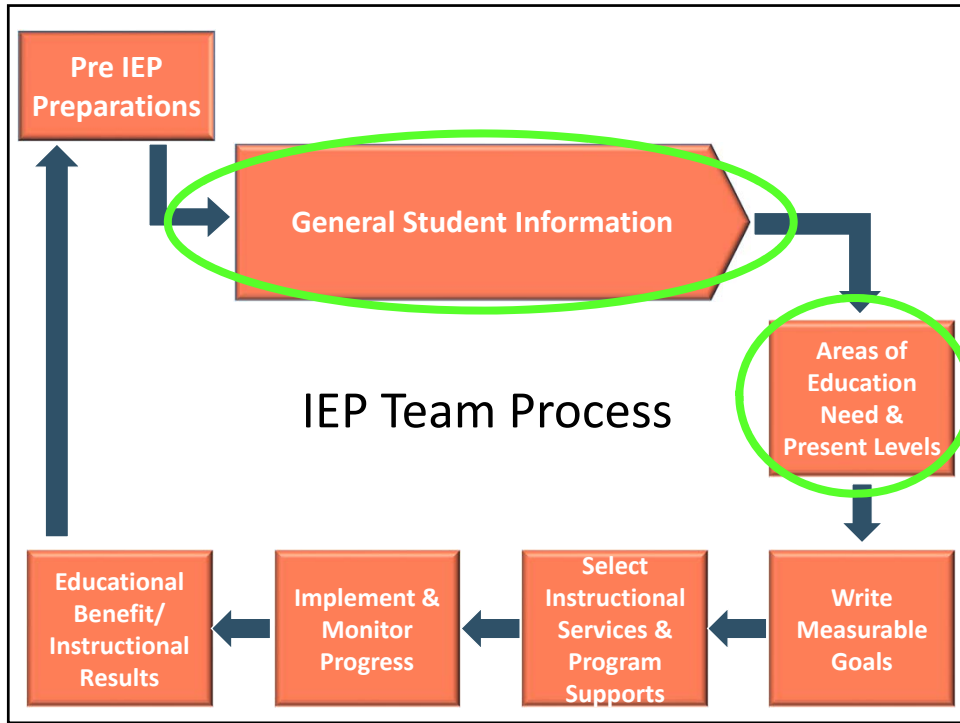
*“We are dedicated to making sure that a child's IEP is a ‘Living Document’...”*

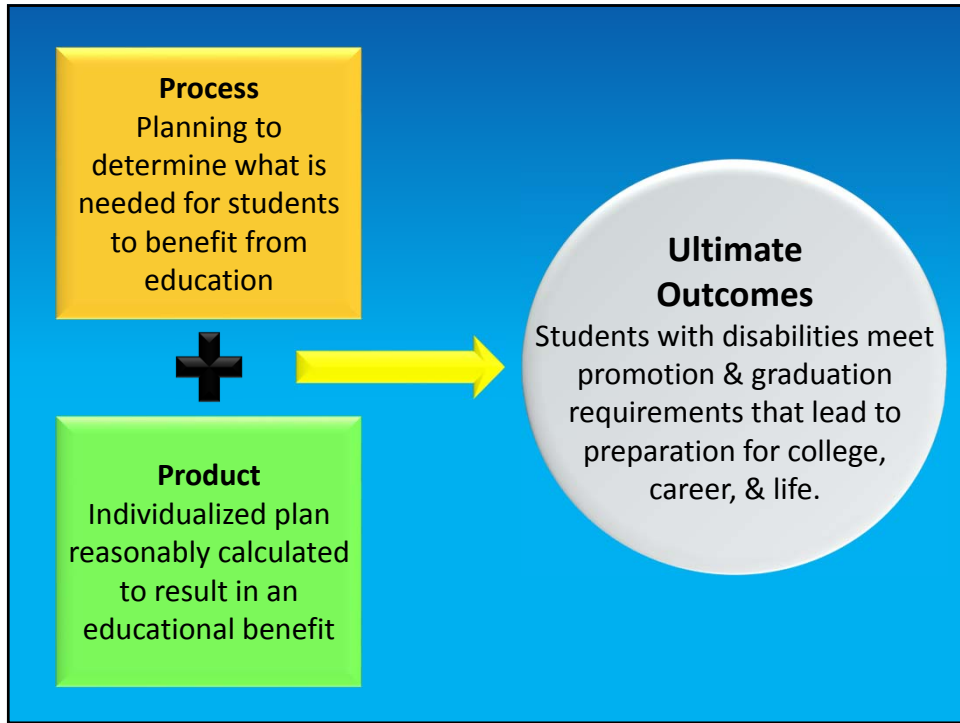
How would you know an IEP is a Living Document?

## What do You Need to Do Before the IEP Meeting




What are Your Tools ?





## Consider the **Whole Child**

- Academic
- Behavior
- Communication
- Recreation & Leisure
- Health, Physical, Mental, Medical (Including Hearing & Vision)
- Technology (Use & Potential Need)



Additional Considerations:

- Jobs & Job Training
- Postsecondary Education
- Community Participation
- Home/Independent Living
- Student's Postsecondary Goals

## General Student Information



Consideration of Special Factors


- Strengths
- Parent Concerns
- Evaluation/Reevaluation Results
- Academic, Developmental, & Functional Needs
- Statewide Assessment Results
- Progress or Lack of Progress in the General Education Curriculum
- Behavior
- Limited English Proficiency
- Communication Needs
- Instruction in & Use of Braille
- Assistive Technology Services/Devices
- Health Needs

## Learning Together Activity: Gathering Data for Student Performance

Think: What data sources would you use to guide conversations about individual student's present performance?

Make a list of data sources you would want to use to guide conversations about a student's present performance?





What information and data should be gathered before the meeting about the general education curriculum and classroom?

Considerations for Decision Making

- Gather Data
- Examine & Analyze Data
- Indicate Current Performance
- Identify Gaps

## Gathering the Information

Before the IEP Team Meeting, pull together the most recent information that best describes the student's academic and functional performance

- ✓ Screening Data
- ✓ Evaluation Summary
- ✓ Teacher Data
- ✓ Parent/Family Information
- ✓ Student Self-report Data
- ✓ Office Referral Data
- ✓ Observation Results
- ✓ Related Service Provider Data
- ✓ Extracurricular Staff Reports

## When Using Data from Evaluations

- Especially critical for IEP development following initial evaluation or re-evaluation
- Choose data that are most relevant for accessing the general curriculum
- Use descriptive data versus a test or standard score
- Make sure the information is current





## Learning Together Activity: Finding the Data

Where and how  
do I gather the  
data?

What makes  
sufficient data  
gathering  
difficult?



## Analyzing Data

Everything that follows  
in the IEP is dependent  
upon effective analysis  
of the data.



## Putting it all Together: General Student Information

### Talk about the Student's

- Skills & Strengths – General to Specific
- Concerns of the Parent
- Academic Achievement, Developmental Needs, & Functional Outcomes
- Performance in the Classroom & on Statewide Assessments
- Progress or Lack of Progress



## Putting it all Together: General Student Information

### Special Factors – if Applicable

- Behavior
- Limited English Proficient
- Communication Needs
- Braille
- Assistive Technology
- Health Needs



INDIVIDUALIZED EDUCATION PROGRAM Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ CONFIDENTIAL DOCUMENT  
LOUISIANA DEPARTMENT OF EDUCATION System: \_\_\_\_\_ Meeting Date: \_\_\_\_\_ State ID: \_\_\_\_\_ Local ID: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_ Revised 2015

**General Student Information**

HOMEBASED SCHOOL: \_\_\_\_\_ OTHER SCHOOL: \_\_\_\_\_

IEP TYPE: \_\_\_\_\_ INDIVIDUAL EVALUATION / WAIVER DATE: \_\_\_\_\_

Primary / Other	Exceptionality	Detail(s)
Primary		
Other		
Other		
Other		

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Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

General Information about the Student: \_\_\_\_\_

Strengths: \_\_\_\_\_

Parent Concerns: \_\_\_\_\_

Evaluation / Reevaluation Results: \_\_\_\_\_

Academic, Developmental, and Functional Needs: \_\_\_\_\_


Statewide Assessment Results: \_\_\_\_\_

Progress or lack of expected progress in general education curriculum: \_\_\_\_\_

**A Note About Forms....**

## To Recap...

- Pre-IEP Considerations
- General Information about the Student
- Consideration of Special Factors



Reflection –  
What’s in this  
Process for You?



Reflection –  
What’s important  
for others?

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/resources.php](http://www.hdc.lsuhs.edu/tiers/resources.php)**